

194 Courses—Research Group or Internship Seminars

Format: Seminar. The course number 194 is reserved for seminars associated with a research group or with an internship contract. Under the guidance of a faculty member, students discuss research methods and current literature in the field as well as their own research or the research of the faculty member. The seminars may meet concurrently with a graduate research seminar in the same department in which case a C prefix is used. The number **194I** may be used for a seminar that is adjunct to an internship. One or 2 fixed units and P/NP grading is recommended; indicate if it can be repeated for credit.

195 Courses—Community or Corporate Internships

Format: Tutorial. The course number 195 is reserved for community or corporate internships and is generally limited to juniors and seniors. Internships are in a supervised setting in a community agency or business. Students meet on a regular basis with an instructor and provide periodic reports of their experience. Individual contracts are required. Two or 4 fixed units and P/NP or letter grading is recommended. Indicate if it can be repeated for credit.

195CE Courses—Community or Corporate Internships

Format: Tutorial. The course number 195CE is reserved for community or corporate internships supervised by the Center for Community Learning. An instructor can supervise more than seven students. Individual contracts are required. Two or 4 fixed units and P/NP or letter grading is recommended. Indicate if it can be repeated for credit.

196 Courses—Research Apprenticeships

Format: Tutorial. The course number 196 is reserved for research apprenticeships or advanced scholarly work. Under the guidance of a faculty mentor, the apprenticeships offer supervised entry-level research opportunities at UCLA to upper division students. Individual contracts are required. Two or 4 fixed units and P/NP grading is recommended; however, other units or grading may be used if justified by the curriculum. Indicate if it can be repeated for credit.

197 Courses—Individual Studies Courses

Format: Tutorial. The course number 197 is reserved for individual studies tutorials. The courses are limited to junior and seniors. Under the guidance of a faculty member, students pursue intensive study of a particular topic. Scheduled meetings are arranged between the faculty member and the student. Assigned readings and tangible evidence of mastery of the subject matter is required. Individual contracts are required. Two or 4 fixed units and P/NP or letter grading is recommended; however, other units or grading structures may be used if justified by the curriculum. Indicate if it can be repeated for credit.

198 Courses—Honors Research Courses

Format: Tutorial. The course number 198 is reserved for advanced honors research tutorials. Courses are limited to juniors or seniors. Under the direction of a faculty member, students are expected to develop and complete an honors thesis or comprehensive research project. Individual contracts are required. Two or 4 fixed units and letter grading is recommended; however, other units may be used if justified by the curriculum. Indicate if it can be repeated for credit.

199 Courses—Directed Research or Senior Project Courses

Format: Tutorial. The course number 199 is reserved for directed research or senior project tutorials. Courses are limited to juniors or seniors. Under the supervision of a faculty member, students pursue individual research or investigation. A culminating paper or project is required. Individual contracts are

required. Two or 4 fixed units and P/NP or letter grading is recommended: however, other units or grading structures may be used if justified by the curriculum. Indicate if it can be repeated for credit.

A. Reserved Course Number Suffixes

The following suffixes are generally reserved for certain categories of courses:

Suffix	Use with a Course Number
A-Z	Used in the print catalog to denote a group of courses. Individual course requests must be submitted for each suffix in order for courses to become active in SRS.
CE	Civic engagement courses. Used for 195 internship courses administered by the Center for Community Learning (CCL), indicating that enrolled students are assigned to work with a graduate student coordinator through CCL.
DC	CAPPP Program courses (Study in Washington DC)
EW	Engineering Writing courses
FL	Foreign Languages Across the Curriculum Used for courses with a supplementary adjunct language component.
H	Honors courses
L	Laboratory courses
SL	Service Learning courses (See http://www.ugeducation.ucla.edu/communitylearning/)
W	Writing II courses

V. Organization of Courses

Most courses are organized as distinct offerings with a single course description and offered by a single department or program. Some courses are organized into a series of courses, usually designated with the suffixes A-B-C. Some other ways of organizing courses are detailed below.

A. Multiple-Listed Courses

Courses offered jointly by two or more departments are designated as "multiple listings" and are identified by the prefix "M." Multiple-listed courses are listed in the general catalog and in the *Schedule of Classes* under each of the cosponsoring department's course listings. The statement "Same as:" appears in each department's class listing.

Example

Classics M146A and Philosophy M103A are multiple-listed courses. The "Same As..." statement appears in each course description:

The Classic Department's course description:

Classics M147. Ancient Greek and Roman Philosophy. (Same as Philosophy M103A)

The Philosophy Department's course description:

Philosophy M103A. Ancient Greek and Roman Philosophy. (Same as Classics M146A)

1. Requests to multiple-list a course are submitted through CIMS and the chairs of all cosponsoring departments must approve the multiple-listing.
2. Except for the course numbers of multiple-listed courses, which may be different, all other specifications (e.g., title, format, unit value) must be identical for all sponsoring units.
3. Multiple-listed course numbers need not be identical, but they must be at the same level—all upper division or all lower division (e.g., Classics M147/Philosophy M102).

B. Concurrent Courses

Concurrent courses are pairs of courses within a single department or program, which are offered at the same time and place, with the same instructor, but for which credit is given at two levels—graduate and undergraduate. Concurrent courses are subject to approval by both the Undergraduate Council (course numbers below 200) and the Graduate Division (course numbers 200 and above). Each concurrent courses is listed in the general catalog under the appropriate level with a “C” prefix. Each description has a “Concurrently scheduled with” statement naming the respective concurrent -scheduled course.

The following procedures and regulations were approved jointly by the Graduate Council and the Undergraduate Council.

1. Policies on minimum enrollments in courses may impede a department's ability to continue to offer courses in certain highly specialized but still significant areas. "Pooling" of undergraduate and graduate students interested in a subject may be an acceptable way of raising enrollment above the minimum level. Such courses may not be double-counted toward a faculty member's teaching load. Establishing a concurrent course ensures that students receive credit at the appropriate level.
2. Concurrent courses must conform with Senate Regulation 762:
[SR762.] No student, by merely performing additional work, may receive upper division credit for a lower-division course or graduate credit for an undergraduate course. Related courses may share lectures, laboratories, or other common content but must have clearly differentiated performance criteria, requirements, and goals.
3. It is expected that the hours of instructional activity and level of performance required of a graduate student enrolled in a concurrent course will exceed that of an undergraduate. The character of this difference should be clearly stated in the course request form in the “Grading Basis” and “Justification” sections of the CIMS form.
4. Suitably separate activities and standards for performance and evaluation must be applied for graduates and undergraduates. The character of the difference should be communicated through the course syllabus or other suitable means to students enrolled in the course.
5. The status of concurrent courses offered by a department or program and their relationship to other teaching activities shall be subject to specific appraisal at the time of the Academic Senate programmatic review of units.
6. Instructors proposed for the initial offering of a concurrent courses must be specifically named in the course request. Only regularly appointed officers of instruction (SR 750[A]) are authorized to teach a pair of concurrent courses. The Registrar is authorized to schedule for the same time and place only those pairs of courses which have been approved for concurrent scheduling. Such courses are designated by a "C" prefix to inform students that the course is concurrently scheduled.

C. One-Time-Only Courses

Courses which are intended to be offered for only one term or for only one year are called “One-Time-Only” courses. This status should be stated on the CIMS form in the “Justification” section, and the term to discontinue the courses must be entered. One-time-only courses with a discontinue term will be automatically discontinued in the specified term. No deletion form is required for these courses. Courses with a longer limited offering (e.g., three years) and no stated discontinue term specified must submit a request to delete the course at the appropriate time. One-time-only courses are not generally published in the print catalog. The course descriptions for one-time-only courses are recorded in SRS and appear in the *Schedule of Classes* in the term(s) offered.

D. University Extension Courses

1. University of California Extension courses equivalent to regular session courses at Los Angeles which may have credit value are designated by the same regular session course numbers with the prefix "XLC."
2. University of California Extension courses not equivalent to campus courses, but which may have a credit value, are designated by a course number with the prefix "X."
3. University Extension courses are governed in accordance with Senate Regulations [SR 790 – SR814]. <http://www.universityofcalifornia.edu/senate/manual/rpart3.html#rpart3-IIIch5>
4. University Extension courses are not submitted through CIMS. Contact the Senate Office for information about submitting course requests for Extension.

VI. Partial-Term Courses

(Approved by UgC 1998)

Undergraduate courses offered for less than a full term (partial-term courses) are permitted with the following restrictions:

1. Partial-term courses must be approved by the Undergraduate Council.
2. There must be a compelling pedagogical justification for offering partial-term courses.
3. The departments offering partial-term courses must notify students at the first course meeting about potential effects of failure to complete the course on financial support and withdrawal options.
4. The departments must notify students that partial-term courses may have different study-list regulations (such as drop deadlines) than full-term courses, and that the regulations may vary by College or school.
5. The department must provide counseling offices with enrollment information about partial-term courses.
6. The department must notify the Registrar’s Office Scheduling Unit by publication deadline to put a note in the *Schedule of Classes* indicating that the course is a partial-term course.

VII. Approval of Service Learning Courses

(Approved by UgC February 8, 2008)

The assist faculty and staff in preparing service learning course approval requests, the Undergraduate Council approved the following policies.

1. Service Learning courses must use the reserved course number suffix “SL.”
2. Service Learning courses must have a minimum of 20 hours of service with an off-campus community partner (on-campus sites are not eligible).
3. Service learning course syllabi must include the following:

- a) A nationally approved definition of service learning from the Corporation for National and Community Service (<http://www.learnandserve.gov/>)
- b) A description of the training and preparation students receive before engaging in community service
- c) A statement of the minimum number of hours of service and a timeframe within which hours must be completed
- d) Identification of the community partners for the course and site supervisor contact information
- e) A description of the community service that will be performed at each site
- f) A description of how the community service is connected to graded assignments

The Center for Community Learning provides curriculum assistance to assure a high-quality learning experience, assists with the review of new service learning courses, and assists with the conversion of an existing course into a service learning course. The Center also helps identify pre-screened sites suitable for student placement. Examples of a definition of service learning and examples of student preparation for service are available at the Center's website <http://www.ugeducation.ucla.edu/communitylearning/course-guidelines.html>.

VIII. Upper-Division Tutorials (195-199)

Course numbers "195–199" are reserved for upper-division tutorial courses. Regulations for these courses are set forth in Los Angeles Divisional Regulation A-320:

A-320 [A] Upper-Division tutorials for undergraduate students are numbered 195 through 199. These courses are structured by the instructor and student at the time they are initiated. The structure of the course, including both the specific proposed course of study and the requirements that must be met before a grade can be assigned, are then summarized on a petition for enrollment in an Upper-Division Tutorial (195-199).

A-320 [B] In order to enroll in an Upper-Division Tutorial, a contract must be approved by both the instructor-in-charge and the Chair of the department or program. One instructor may not sponsor more than seven (7) students enrolled in an Upper-Division Tutorial (195-199) in any one term.

A-320 [C] For 195CE internships, with the approval of the Chair of a department or program, a faculty member may act as the instructor-in-charge for a group of more than 7 undergraduate students whose work will be guided by graduate student instructors.

A-320 [D] Upper-Division Tutorials (195-199) may only be taken through UCLA Extension on a XLC basis. The Extension contract must be approved by the instructor-in-charge and the Chair of the department or program. The instructor must be a faculty member of the department or program. The same limitations below apply to XLC 195-199s.

A-320 [E] Limitations

- (1) Enrollment requires the consent of the instructor who is to supervise the study. The applicant shall show that his or her background is adequate for the proposed study.
- (2) Credit for Upper-Division Tutorials (195-199) in a single term is limited to a maximum of 8 units. Subject to the provisions of Divisional Regulation A-310, the student may take any Upper-

Division Tutorial (195-199) on a Passed/Not Passed or a letter grade basis, but the total number of units allowed in Upper-Division Tutorials (195-199) for a letter grade is 32.

- (3) At the close of the term, some tangible evidence of work accomplished, signed by the student and the supervising faculty member, shall be filed and retained by the department or program for three years.
- (4) At the outset of an Upper-Division Tutorial (195-199), the student must complete and the instructor-in-charge must sign a contract, which will include the specific proposed course of study and the requirements to be met before a grade can be assigned.
- (5) In order to enroll in an Upper-Division Tutorial (195-199), a student must have advanced junior standing and at least a 3.0 GPA in his or her major field, or he/she must have senior standing.
- (6) A student who has an outstanding Incomplete in an Upper-Division Tutorial (195-199) may not enroll in another Upper-Division Tutorial until the grade of Incomplete has been removed.
- (7) On the advice of the instructor(s) and Chair concerned, the Dean of a student's college or school may authorize exceptions to the limitations listed.
- (8) Departments may impose additional limitations on the Upper-Division Tutorial courses.

IX. Administrative Policies for Approved Courses

A. Publication Deadlines

1. There are several publication deadlines throughout the academic year. To be included in official University publications, course requests must receive final approval and be received by the Registrar's Office by publication deadlines.
<http://www.registrar.ucla.edu/facultystaff/productioncal.pdf>.
Note: Publication deadlines are different from term enrollment deadlines.
2. Routing and approval processes for course requests vary depending on the level of delegation. Allow adequate time for the approval process, and check agenda deadlines for the necessary approval committees.
3. Before enrollment begins, new courses can be added to the course offerings for that term, and they will be displayed in the online *Schedule of Classes* and MyUCLA. Requests to change grading basis, class type, units, requisites, title, or course number are not approved after the *Schedule of Classes* goes online (two weeks before enrollment begins). Such changes become effective the following term.

Publication	Deadline for Publication
Fall <i>Schedule of Classes</i>	mid-May
Winter <i>Schedule of Classes</i>	first week of October
Spring <i>Schedule of Classes</i>	first week of January
<i>UCLA General Catalog</i>	mid-March

B. Course Materials Fees

If a course receives approval for a new course materials fee, the letter of approval from the Chancellor must be received by the Registrar's Office before the *Schedule of Classes* goes online. This is to give students due notice of a fee increase and is a requirement of the fee approval process. See <http://www.apb.ucla.edu/fees.html> for the course materials fee policy.

B. Course Title

A course title should reflect the content of the course. It should be succinct. Bear in mind that the title is abbreviated to 19 characters for use on student transcripts. Subtitles may be used. Use a colon to separate title from subtitle. For variable topics courses, subtitles are submitted on a CIMS variable topics form each term. Indicate on the form if the subtitle or the overall variable topic catalog title is to appear on the transcript.

Course R	Advanced Historiography: Application of Economics to History
Catalog Title	
Short Title	ADV HIST-ECON&HIST (19 character limit)

C. Units and Credit Value

1. Unit Value

Unit value is the measure of workload credit given to a course. It is generally the same as credit toward a degree, except that some courses, such as English A, AP, 2P, 3P, may have less degree credit or no credit toward a degree.

2. Units and Hours of Work

Academic Senate Regulation SR[760] provides that **“credit be reckoned at the rate of one unit per three hours of work per week, per term, or the equivalent.”** Senate regulations define course credit in terms of total hours of work required of the student and do not impose specific requirements as to the number of hours spent in class. Similarly, the Los Angeles Division has adopted a policy of breaking the lockstep between course credit and hours spent in class, and of encouraging experimentation and innovation in format and instructional methods. A department or program may wish to adopt a general policy concerning flexibility of format. In keeping with these policies, the Graduate Division’s policy is to judge each course’s format and credit value on its individual educational merits, rather than insisting on any fixed set of format requirements. Nevertheless, as noted above, Senate regulations indicate that one unit must carry with it a corresponding three hours of work per week on behalf of the student. It is the responsibility of the instructor and, ultimately the department or program chair, to ensure that the workload in the course is commensurate with its credit value.

3. Type of Units

Units for a course are usually fixed. Certain courses have variable units such as “two to eight units” or alternate units such as “two or four or eight.” Students select the number of units at time of enrollment.

Units R	<input type="radio"/> Fixed: <input type="text"/>
	<input type="radio"/> Variable: Minimum <input type="text"/> Maximum <input type="text"/>
	<input type="radio"/> Alternate: <input type="text"/> or <input type="text"/>

D. Grading Basis

Indicate on the course request the grading basis for the course. If a graduate course is concurrently scheduled with an undergraduate course, select the appropriate undergraduate grading basis. A

change in grading basis requires a CIMS form. Changes must be approved before the course is published in the Schedule of Classes and enrollment begins. Once enrollment starts, the grading basis may not be changed. For courses with optional grading such as S/U or Letter Grading, the choice of grading basis is up to the student, not the instructor. Students can change the grading basis on an optional-graded course through MyUCLA.

E. Instructional Format (Activity Type) and Hours

Classes are categorized according to the following instructional formats or class activity types.

Format	Description
ACT (Activity)	Students develop technical or creative skills such as painting, music, drama, or design.
CLI (Clinic)	A group meeting devoted to the analysis and solution of concrete problems or to the acquiring of specific skills or knowledge. Students learn professional skills by actual practice with clients.
DIS (Discussion)	A subsection of a course focusing on topics presented in the main section of the course (usually a lecture). Substantial student participation is required.
FLD (Fieldwork)	Work done in the field to gain practical hands-on experience and knowledge through firsthand observation; work done to gather data through interviewing or observing subjects in the field. Students participate in short or extended field trips in nonclassroom settings.
LAB (Laboratory)	Under supervision, students engage in testing and analysis, carry out experiments, observe demonstrations, and learn proper use of special equipment and facilities.
LEC (Lecture)	Formal discourse or instruction given by an instructor about a topic in a discipline.
REC (Recitation)	Students take part in oral presentations and exhibitions involving substantial participation.
RGP (Research Group)	In-depth investigation aimed at the discovery and interpretation of facts or the revision of accepted theories or laws in the light of new facts.
SEM (Seminar)	Students meet with an instructor in a small classroom setting to exchange ideas through discussion, research papers, and reports.
STU (Studio)	Students work in a studio setting to develop technical and creative skills such as painting, music, drama, dance, or design.
TUT (Tutorial)	Students are supervised by an instructor on a one-on-one basis to pursue an agreed upon individual course

1. Class Contact Hours

The course request must indicate the number of class contact hours required each week. Indicate the number of contact hours spent in lecture, discussion, laboratory, etc. It is helpful to the student to estimate the number of non-contact hours as well such as outside study, reading time, or other activities. A typical 4-unit course has 3 hours lecture, 1 hour discussion and 8 hours outside study per week in a ten-week term.

2. Changes to Class Type and Hours

Any change in the class type or any variation which occasions a change in the nature of the course listing in the *Schedule of Classes* must be submitted for approval.

Instructional Format	Primary Format	Hours per week
	--- SELECT AN INSTRUCTIONAL FORMAT ---	<input type="text"/>
	Secondary Format	Hours per week
	--- SELECT AN INSTRUCTIONAL FORMAT ---	<input type="text"/> Next

F. TIE Codes (Total Instructional Effort)

Total Instructional Effort (TIE) is a method of classifying and reporting classes to the Office of the President. Eighteen faculty instructional activity codes are used to describe the range of instructional methods. They are more extensive than scheduling activity types. Select the type of activity that best describes the course. See the CIMS help item for a detailed description of the codes. More information on TIE codes can be found here:

<http://www.registrar.ucla.edu/facultystaff/tiecodedefs.pdf>

G. Course Requisites and Enrollment Restrictions

1. Course Requisites

Course requisites are requirements associated with a course. If a course has requisites, they must be specified on the course request form. Requisites can have different levels of enrollment enforcement in MyUCLA. Requisites which do not have the Boolean logic necessary to be processed by a computer are simply titled "Requisites," and enrollment can only be enforced at the instructor level. The categories of requisites include requisites, enforced requisites, corequisites, preparation, and recommended.

a. Enforced Requisites

Enforced requisites are course requirements that can be monitored by MyUCLA during enrollment. There are two levels of enrollment enforcement: warning and enforced. If a requisite is at the enforcement level, enrollment is prevented if the requirement has not been satisfied. If a requisite has a warning level, the student is informed the requisite has not been met, but enrollment is permitted. Only requisites with specific course numbers can be enforced. Example: A requisite such as "one course in economics" could not be enforced, but "Economics 200" could be.

b. Corequisites

Corequisites are requirements for courses that must be taken in the same term. A corequisite statement is put in each course description, however, when the course is coded in SRS, because of enrollment logic restrictions, the corequisite is put on only one class. MyUCLA cannot enforce corequisites.

c. Preparation Requirements

Preparation requirements for courses are requirements such as placement tests for language. They appear only in the course description and are usually not enforced by

MyUCLA. Enrollment enforcement is at the instructor or departmental level. (Note exceptions: some placement requirements such as Subject A and Mathematics are specially coded for enforcement during enrollment.)

d. Recommended Requisites

Recommended requisites are those courses or level of preparation that are suggested by an instructor for successful completion of the course. Recommendations have no enrollment enforcement in MyUCLA.

2. Waiving Requisites

The department or program or instructor may waive requisites for a student whose preparation is substantially equivalent to the requisites required, or who has a distinctly superior record of scholarship. Using the phrase “or equivalent” is not necessary in a requisite description on the course approval request.

3. Enrollment Rules

a. Enrollment Restrictions

Enrollment restrictions limit enrollment in a class to certain groups of students such as majors or limit enrollment to a certain level or levels of students such as seniors or upper-division students. Restrictions may not be applied to members of a specific institution, professional group, or employer. Enrollment restrictions can vary by term and by instructor, and can be applied to specific sections of a class. Instructions for applying enrollment restrictions may be given directly to the Registrar’s Office Scheduling Unit, and no course approval request is necessary. Since restrictions may vary by instructor and by section throughout the term, enrollment restrictions are not generally part of the course description. Restrictions are noted in the *Schedule of Classes*.

b. Instructor or Department Consent Restrictions

Enrollment in classes can be limited to instructor or department consent. The instructor or the department or program is responsible for monitoring and enforcing consent of department and consent of instructor restrictions. Instructions for applying instructor or department consent may be given directly to the Registrar’s Office Scheduling Unit, and no course approval request is necessary. Since consent limitations may vary by instructor and by section, consent notations are not part of the course description. Consent restrictions are noted in the *Schedule of Classes*.

H. Course Description

1. Official Course Description

The course description that is submitted on the course request form is an official record. The course description is entered into SRS and is used for official student records such as transcripts and degree auditing. Archival records of descriptions are maintained by the Registrar’s Office and are available on request. The official course description is also used for the print and electronic versions of the *UCLA General Catalog* and the *Schedule of Classes*.

2. Writing a Course Description

All course requests (except deletions) must include a course description. Course descriptions should be concise—40 words or less—and indicate the substantive content of the course. Avoid a repetition of the title. Indicate in the course description if the course can be repeated for

credit, and indicate the maximum number of units that can be repeated. Unless otherwise indicated, a course is not repeatable for credit without petition.

Look in the catalog for examples of how descriptions are written and the style used in the *UCLA General Catalog*. Course descriptions are edited by the Registrar's Office for style and logical consistency. For assistance with drafting a course description, contact the Registrar's Office Publications Unit. Nonsubstantive editorial changes may be given directly to the Registrar's Office Publications Unit. Any substantive revision to a course description, other than to correct a misspelling or typographical error, must be submitted on a course approval request form through CIMS.

I. Justification for the Course

For all types of actions requested, give a brief explanation in the "Justification" section. State the course objectives. Identify effects on other courses in the department or on courses and curriculum in other departments. If the action substantially affects other departments, the department chairs must be consulted and their responses summarized in the "Justification" section.

1. New Courses

For new courses, the justification should indicate the role of the proposed course in the overall department's or program's offerings. Does the course represent a specialty area in which no course is currently offered? Does the course represent a reorganization or consolidation of material from existing courses? Does the course form part of a new program of study? Is it a service course or one required for the major? Will the topics vary significantly by instructor? If so, the scope and examples of such topics should be indicated. For courses involving fieldwork, the nature, extent, and supervision of the fieldwork as well as its importance to the overall objectives of the offering should be defined.

2. Revised Courses with Substantive Changes

For courses which involve substantial changes in content, sufficient information in the "Justification" section must be given. Provide a statement of purpose of the revised objectives of the course. If a department or program curriculum committee has approved the proposed course, a statement from that committee should be cited.

3. Undergraduate Course Concurrent with a Graduate Course

For a concurrent course, the amount of activity and level of performance required of a graduate student must exceed that of an undergraduate. The character of this difference must be clearly stated in the justification. The difference in the work for a graduate student must be substantive.

An example of differences in types of activity and level of performance: In a Comparative Literature course, graduate students might be required to read the literature in the original language, whereas the undergraduates could read it in translation. In addition, while all students would attend the same series of general lectures, the graduate students would meet an additional hour each week for discussion of problems relating to the original text.

4. Repeated Units

If a course may be repeated for credit, the number of times it may be repeated or the maximum number of units for repeat must be indicated in the description on the course form. A request for more than two repetitions for credit must be explained in the "Justification" section.

5. In Progress Grading

Specific reasons for "In Progress" grading must be given in the "Justification" section.

6. Academic Impact Statement

If curricular changes significantly affect other departments or programs, a statement explaining the impact of the course changes must be stated in the "Justification" section. Explain the rationale for the changes. Indicate if the course is used in other departments' or programs' major requirements or course requisites. Indicate if the change affects a GE course. Affected departments or programs should be notified and memos from affected departments and programs should be submitted to the appropriate Faculty Executive Committee (FEC). Example of a significant change: the Chemistry 10 series was renumbered to a 14 series, and content was reorganized. This affected about 20 departments or programs and numerous course requisites. Such changes require coordination. Contact the Registrar's Office Publications Unit for assistance with researching affected programs and courses. For curricular changes that involve a large number of course forms, a schematic showing the changes and their implementation dates should be submitted to the College or School FEC and to the Registrar's Office.

J. Required Syllabus

In order for course proposals to receive proper evaluation, sufficient syllabus material must be presented for review. A syllabus is required for a new course, a course that has been substantially revised, or for a course that has changed units. A syllabus is also required for all concurrent course revisions. The syllabus generally includes the following items:

1. Title of the course and course number.
2. Course objectives and expanded course description.
3. Weekly topics.
4. Course assignments.
5. Grading structure (i.e., how the final grade is determined and the weight of each grading component).
6. Reading list.
7. If the course has a concurrent graduate-level listing, the graduate workload expectations must be detailed separately from the undergraduate workload.
8. If the course has increased or decreased units, an explanation of the student workload (in and out of class) must be detailed.
9. For a variable topics course or an upper-division tutorial course, a sample syllabus or contract must be included.

K. Grading Structure

Indicate the grading structure of the course and how students are evaluated. State how many midterms, papers, or finals are required and the weight each is given to calculate the final grade. For concurrent courses, a separate graduate grading structure must be stated. It is expected that the level of performance required of a graduate student enrolled in a concurrent course will exceed that of an undergraduate. The character of this difference should be clearly stated in the course request form in the "Grading Basis" and "Justification" sections of the CIMS form.

L. Effective Term

The starting or effective term for a course action must be specified. The effective term is the term in which the course or course change begins. The effective term must be indicated in order for the course to be entered into SRS. If the effective term needs to be adjusted, department or program staff may contact the Registrar's Office Scheduling Unit who coordinates the adjustment. For one-time-only or limited one-year offerings, indicate a discontinue term. Once enrollment begins, no

changes in grading basis, class type, units, title, or number may be made to courses offered for that term. Retroactive effective term changes are not approved once students have enrolled.

M. Course Instructors

Course instructors must be assigned in accordance with Senate policies and regulations and indicated on the course form. The instructors who are "in charge" of a course must be listed on the course approval request form along with their appropriate academic titles. For courses such as these, the chair of the department or program is usually listed as the instructor.

N. Required Authorizations or Approvals for Course Requests

The following authorizations or approvals are required: (1) the chair of the department or authorized designee, (2) the chair of the College or school Faculty Executive Committee or authorized designee, and in some cases, (3) a Graduate Division Associate Dean or authorized designee. There may be additional internal approvals required that are specific to a department or the College or the schools. The department and FEC coordinator directs these internal routings.

Course approval requests for multiple-listed courses must have approval from each participating department or program chair or their authorized designee and the requisite FEC. Forms without all necessary authorizations are considered incomplete and are returned to the originating unit.

III. Routing

After entering all the required information, click the "Route Form Now" button and follow the routing directions.



The CIMS routing screen guides users through selecting a name and a role for the person responsible for approval. With the permission of the authorizing person, designees may submit forms on their behalf. In that case, the name of the person responsible and that person's role must be stated in the comment box on the CIMS form. See the CIMS routing help for more information.

Course Form Routing

CIMS routing uses names that are listed in the campus directory.

1. Enter the name of the person you want to receive the course form and click "Search."
2. Select the role of the person you want to receive the form (not your role).
3. Click the radio button located to the left of the directory listing.

[Routing Help](#) [Routing Contacts and Roles](#)

1. Find Person:

2. Select Role:

Routing Help

Save Form

1. When you are first initiating a CIMS form you can save it and come back to it later by going to "Retrieve Saved Forms" on the Main Menu.
2. Once a form has been routed to anyone, including yourself, if you want to save changes, route the form to yourself and retrieve it from "Courses requiring my approval" on the CIMS main menu.

Initial Routing

1. Click the "Route Form Now" button. This takes you to a routing screen.
2. On the routing screen, type in the name of the person you want to route the form to. Click "Search." (The program searches the campus directory and displays names in a list below.) If you are not sure who to route to, call the department or unit and verify contact's name. Many departments use designees.
3. Choose an approval role for the person you are routing to (not your role).
4. Click the round button beside the name from the directory.
5. Click Route Now

Normal Routing

1. At the bottom of the CIMS form, after the routing status, there are buttons for approval choices (approve, deny, re-route). Click the button that applies, and type in applicable comments.
2. Click the "Route Form Now" button. This takes you to a routing screen.
3. On the routing screen, type in the name of the person you want to route the form to. If you are not sure who to route to, call the department or unit and verify contact's name. Many departments use designees.
4. Click "Search." (The program searches the campus directory and displays names in a list below.)
6. Choose an approval role for the person you are routing to (not your role).
7. Click the round button beside the name from the directory.
8. Click Route Now

Initiator Routing as a Designee

1. If you are acting as a designee for someone (e.g., Department Chair), route the form to yourself and choose the role of the person you are acting as designee for (e.g. Department Chair or Designee).
2. On the CIMS Main Menu, go to "Courses requiring my approval."
3. At the bottom of the CIMS form, after the routing status, there are buttons for approval choices (approve, deny, re-route). Click the button that applies, and type in the comments box the name of the person you are representing and that person's role. (e.g., Designee for Professor Joe Bruin, Chair, Philosophy Department.)
4. Click the "Route Form Now" button. This takes you to a routing screen.
5. On the routing screen, type in the name of the person you want to route the form to. Click "Search." (The program searches the campus directory and displays names in a list below.)
6. Choose an approval role for the person you are routing to (not your role or your designee role).
7. Click the round button beside the name from the directory.
8. Click Route Now

Routing Multiple-listed Courses

1. Multiple-listed courses require the approval of all chairs, FECs, and deans involved with the course.
2. Coordinate routing by calling or e-mailing the department coordinators for each department for routing contact. The College and each school may have different routing procedures and contacts.

Withdrawing a CIMS Form

Only the initiator or staff from the Registrar's Office can withdraw (delete completely) a CIMS form. Call x67045 or x56704 for assistance.

IV. Roles and Contacts

Contacts below may change, see *CIMS Routing Help* for the latest contacts.

<https://web.registrar.ucla.edu/cims/help/CIMSRoutingContacts.pdf>

Choose a Routing Role	Routing Contact
CUTF Coordinator	Cathie Gentile
Dean College/School or Designee	Consult College or School Coordinator
Department Chair or Designee	Consult Department Coordinator
Department Faculty Member	Consult Campus Directory
Department/School Coordinator	Consult Department
FEC Chair or Designee	Consult Faculty Executive Committee Coordinator
FEC School Coordinator	Consult School Student Affairs Office
L&S FEC Coordinator	Myrna Dee Castillo
Fiat Lux Coordinator	Beserat Hagos
HSSEAS Central Administrator	Myrna Reneau
Public Health Central Administrator	Josie Wei
Registrar's Office	Doug Thomson
TFT Central Administrator	Dean Dacumos

Directory of College and School FEC Coordinators

College or School	FEC Coordinator
College of Letters & Science	Myrna Dee Castillo
David Geffen School of Medicine	Margaret Govea
Henry Samueli School of Engineering and Applied Science	Myrna Reneau
John E. Anderson Graduate School of Management	Raymond Huang
School of Arts and Architecture	Merrilyn Pace
School of Dentistry	Megan Scott
School of Education and Information Studies	Kimberly Mattheussens
School of Law	Sean Pine
School of Nursing	Jay True
School of Public Affairs	Anastasia Loukaitou-Sideris
School of Public Health	Josie Wei
School of Theater, Film and Television	Dean Dacumos

PART VII: UNDERGRADUATE PROGRAM APPROVAL PROCESS AND ROUTING

The Undergraduate Council, in consultation with the Faculties, and the College and school Faculty Executive Committees, makes policy for undergraduate education at UCLA and advises the Chancellor on all matters pertaining to undergraduate education. It recommends to the Legislative Assembly undergraduate programs leading to new degrees; authorizes, supervises, and regulates all undergraduate courses and programs of instruction and preparatory education and may suspend or withdraw approval of undergraduate courses subject to appeal to the Legislative Assembly. It acts for the Los Angeles Division in the approval of undergraduate majors and in the approval or discontinuation of submajors, including specializations, concentrations, and minors. (See Senate Regulation 65.1 A-B)

At the May 1997 Statewide Assembly meeting, members approved bylaw changes (Bylaws 20 and 330) that permit delegation of final authority for some portion of a standing committee's responsibilities. The Undergraduate Council voted unanimously on April 10, 1998, to approve changes to Bylaw 65.1 to allow delegation of approval for some course and program actions to the appropriate FECs. The Los Angeles Division Legislative Assembly approved these changes on May 26, 1998. See delegation guidelines in Part II of this guide.

Office of Record

The Academic Senate is the office of record for all courses and programs. While the senate has a record of all course actions approved through CIMS, it relies on the College and school FECs to inform the UCLA Divisional Senate office of all changes to programs undertaken through their delegated authority. **The FEC must either cc the Undergraduate Council and the Registrar's Office on approval memos, or write a memo to the Undergraduate Council (cc'ing the Registrar's Office) detailing approval actions.**

New Undergraduate Degree Programs

New undergraduate program proposals are usually initiated from a department or program and are initially reviewed by the department's dean. A brief summary of the proposed program must be included in the Campus Five-Year Plan. For information about how to be included in the Campus Five-Year Plan, see <http://www.aim.ucla.edu/>.

After the dean has reviewed the new program proposal, the chair sends a memo requesting approval of the new program, including a letter of support from the dean, to the College or school Faculty Executive Committee. The FEC coordinator facilitates routing to the appropriate review committees. During this phase the proposal is submitted to the Office of Academic Planning and Budget for an enrollment and resource analysis and the analysis becomes part of the proposal packet.

After FEC approval, the proposal is routed to the Undergraduate Council for approval. The Undergraduate Council consults with the Office of Analysis and Information Management and relevant committees of the Senate, such as the Executive Board, Council on Planning and Budget, Rules and Jurisdiction, and the Graduate Council. These committees may, in turn, ask for additional information from the originating department or the dean. For specific proposal requirements, refer to Part VII of this guide for policies and procedures for submitting new program proposals.

New Interdepartmental Degree Programs

A proposal to establish a new Interdepartmental Degree Program (IDP) is formulated by an ad hoc planning committee of interested UCLA faculty. Interdepartmental program proposals must be

supported by departmental letters of commitment and letters of commitment from the sponsoring dean(s). New IDP proposals follow the same approval and routing process as new degree proposals. For specific IDP proposal requirements, refer to Part IX of this guide for policies and procedures for submitting Interdepartmental Degree Program proposals.

Changing Existing Degree Program Requirements

Requests to change existing program requirements are sent via memo from the program chair to the chair of the College or school FEC. The FEC is delegated to make final approval for most changes. Approved requests are sent directly to the Registrar's Office for processing and publication, and a notice of FEC approval is sent to the Undergraduate Council office for their records. See Part II of this guide for delegation guidelines.

Changing the Name of an Undergraduate Degree Program

A department submits a proposal to change the name of an undergraduate degree program to their dean. The proposal is reviewed by the dean and sent to the Office of Academic Planning and Budget for analysis. The proposal, including a letter of support from the dean, is then submitted to the FEC for review and approval. It is then sent to the Undergraduate Council for review and approval, and the UgC facilitates routing to additional review committees for final approval.

New Minor Programs

A proposal to establish a new minor program is formulated either by an existing department or program chair or, in the case of an independent minor, an ad hoc committee. Proposals are sent to the College or school FEC where they are evaluated and routed to the Undergraduate Council.

Discontinuing a Minor

A proposal to discontinue a minor is sent to the College or school Faculty Executive Committee. State the effective date of discontinuance and any grandfathering provisions for existing students in the minor. The FEC evaluates the request and forwards recommendation to the Undergraduate Council for a final decision. Notification should be given to relevant units and staff when the discontinuance would substantively affect their programs, students, or course offerings. Discontinuing a minor does not fall under Appendix V regulations.

Disestablishing a Degree Program

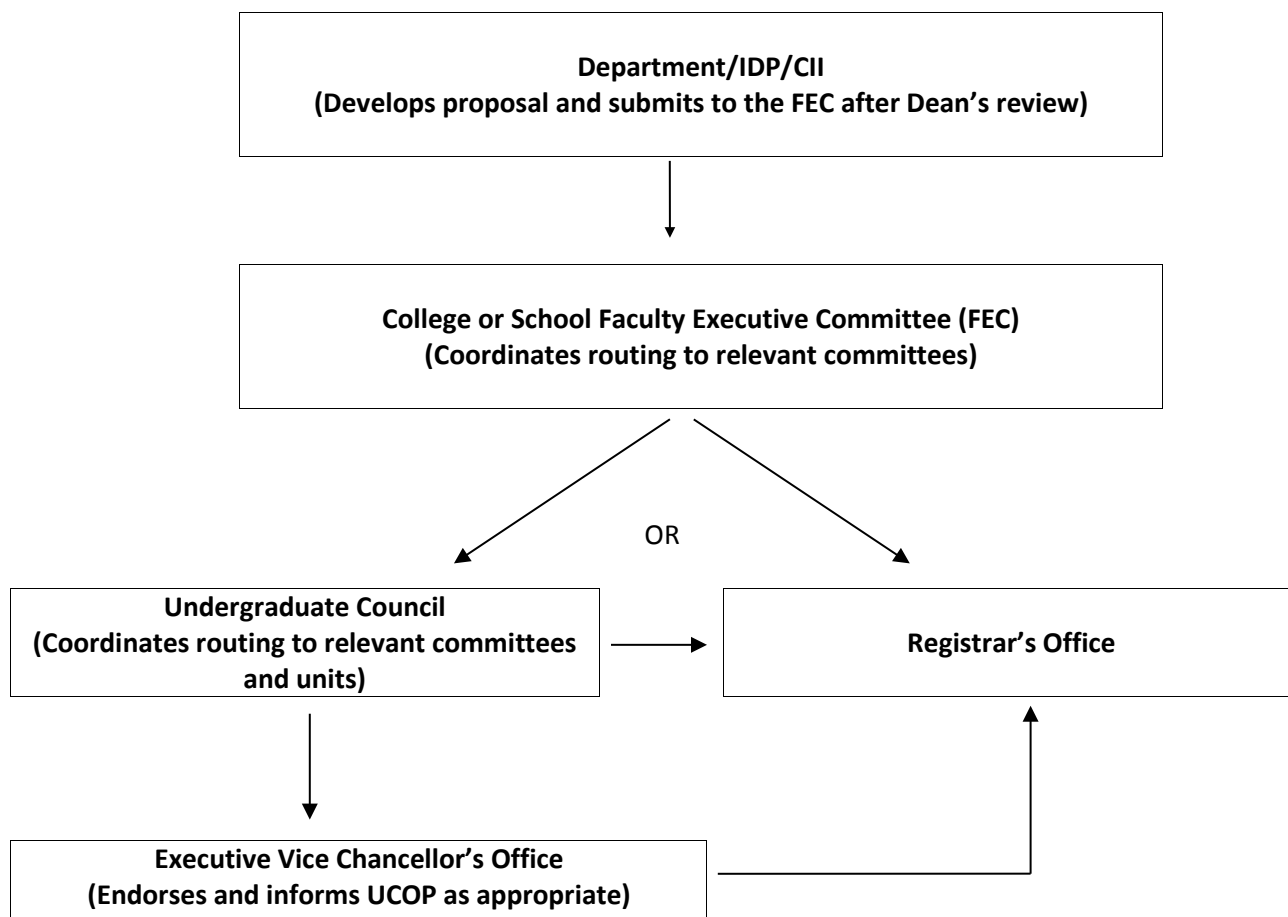
Disestablishing a degree program is governed by Appendix V of the *UCLA Manual of the Los Angeles Division of the Academic Senate*.

Academic Impact Statement

If curricular changes significantly affect other departments or programs, a statement explaining the impact of the changes must accompany the approval request. Explain the rationale for the changes. Affected departments or programs should be notified and memos from affected departments and programs should be included. If a program is to be discontinued, indicate if students are currently in the program and if so, how long they will have to complete the program.

For an overview of the approval process, see the [Procedural Manual for Review of Proposals for Academic Programs and Units](#). Flow charts along with brief descriptions are designed to provide a general understanding of the procedures and approvals required.

Routing for Undergraduate Program Approval



"With the exception of undergraduate degree programs involving a title unique to the campus, all actions involving undergraduate degree programs are carried out on the nine established campuses. That is, creating a new undergraduate degree program, changing the name of an existing undergraduate degree program, and consolidating, transferring, or discontinuing an existing undergraduate degree program are campus decisions and there is no systemwide review of them. If approved by the responsible divisional Academic Senate committee and supported by the campus administration, a proposed action involving an undergraduate degree program is implemented." (*Compendium: Section II.A. Undergraduate Degree Programs*) For actions delegated to the Faculty Executive Committees, see Part II, Delegation Guidelines. For detailed routing charts, see the [Procedural Manual for the Review of Proposals for Academic Programs and Units](#).

Note: The College and school FECs must inform the Undergraduate Council of all program changes undertaken through their delegated approval authority. **The FEC must either cc the Undergraduate Council and the Registrar's Office on approval memos, or write a memo to the Undergraduate Council (cc'ing the Registrar's Office) detailing approval actions.**

PART VIII: NEW UNDERGRADUATE DEGREE PROPOSALS

Campus Five-Year Perspective

Annually, each campus submits a Five-Year Perspective, which UC uses to create the Five-Year Perspective submitted each year to the California Postsecondary Education Commission (CPEC). CPEC uses this information in its annual review of the plans of all three public institutions of higher education (California Community Colleges, California State University, and University of California). It also provides each campus with useful information in its long-range planning. Moreover, analysis of the Five-Year Perspectives from all UC campuses provides an opportunity to promote the coordination, synergy, and specialization possible when UC operates as a system of inter-related campuses. The preliminary picture that the Five-Year Perspectives provide is especially useful, because intercampus communication and systemwide perspectives are most valuable early in the campus process of developing any proposal.

By February, each campus submits a five-year projection of anticipated actions to create, transfer, consolidate, disestablish, or discontinue undergraduate/graduate degree programs, schools and colleges, ORUs, and MRUs. The submission includes a list of all projected actions for the next five years and short descriptions of actions for which proposals should be ready in the next year or two. The UCLA Office of Academic Planning and Budget submits an updated *Campus Five-Year Plan* each December. Programs listed in the Five-Year Perspectives receive expedited review by systemwide committees.

New programs proposals are submitted to Academic Planning and Budget in one- to two-page descriptions of the proposed new academic program and address the following points:

1. Name of the program and proposed degree (e.g., Marine Biology, B.S.)
2. Description and reason for proposal
3. Relationship to existing campus programs and mission critical role of proposed program in fulfilling campus academic plan
4. New staff and facility requirements
5. Anticipated funding strategies to support new program
6. Planned implementation date
7. UC campuses and other California institutions offering similar programs
8. Employment opportunities
9. Status of the proposal

Note: Under this expedited review, CPEC has agreed to waive review of all proposed baccalaureate programs. For details on the universitywide review processes, accelerated reviews, and the Campus Five-Year Plan, see [The Compendium](#).

Proposals for New Degree Programs

Full proposals for new undergraduate degrees must receive College or school dean's approval, FEC approval, and Undergraduate Council approval. Proposals should contain information about why the program is needed, the degree requirements written in catalog format, what staff, faculty, and facility resources will be required, what enrollments are expected, and what support is available from the UCLA libraries. Letters of support from sponsoring dean(s) must be included. If changes need to be made to Senate regulations, submit proposed language for the changes. For detailed routing charts, see the [Procedural Manual for the Review of Proposals for Academic Programs and Units](#).

Effective Date

Indicate in all proposals the quarter the new program or change is to be effective.

Sample Organization for New Undergraduate Program Proposals

The following sections are intended as a guide in preparing new undergraduate program proposals.

Proposal for a New Undergraduate Degree Program

(Degree) Program in _____

Submitted by _____, Chair

(Department and date submitted)

Proposal Table of Contents

<u>Section</u>	<u>Page Number</u>
Section 1: Introduction and Rationale for New Degree	
Section 2: Program Requirements/Catalog Copy	
Section 3: Academic Staff and Organizational Structure	
Section 4: Proposed Courses	
Section 5: Resource Requirements and Enrollment Plan	
Section 6: Changes in Senate Regulations	
Section 7: Library Support	
Enclosures: Letters of Support Supporting Documents or Studies	

Section 1: Introduction and Rationale for New Degree

In proposal section 1, provide a statement setting forth the rationale for the establishment of a new degree program. Statements should cover the following points:

1. Aims, objectives, and distinctive features of the program
2. Expected learning outcomes for the major
3. Historical development of the field
4. Timetable for development and evaluation of the program including a preliminary outcomes-based plan for assessing student learning
5. Relationship of the proposed program to existing programs on campus and to proposals listed in the *Five-Year Campus Perspectives* (Note: If program is not listed in the *Five-Year Campus Academic Plan* on file with UC Systemwide, why is it important that it be begun now? Provide evidence of high campus priority.)
6. Detail opportunities for placement of graduates.

Section 2: Program Requirements/Catalog Copy

In proposal section 2, provide a detailed statement of program requirements. Refer to regulations of the Academic Senate, Los Angeles Division, for specific College and school regulations that govern programs (e.g., minimum and maximum unit requirements). The statement should cover the following:

1. Preparation for the major. Indicate number of units (not the number of courses) and GPA required.
2. Major requirements including elective requirements (indicate number of units, not number of courses). Include requirements for
 - a. Specific fields of emphasis (e.g., concentrations, allied fields, distributions)
 - b. Special requirements (e.g., projects, examinations, audition, thesis)

Note: This section should be written in catalog copy format accompanied by explanations or justification for requirements. See the *UCLA General Catalog* for general style guidelines or contact the text editor in the Registrar's Office Publications Unit for assistance with catalog style and formatting for catalog copy.

Section 3: Academic Staff and Organizational Structure

In proposal section 3, provide a statement detailing faculty staffing and organizational structure for the proposed program. This section should include a list of core faculty members, their ranks, their highest degrees and other professional qualifications, and a citation of no more than five recent publications for each. Data concerning faculty should be limited to that information pertinent to the evaluation of faculty qualifications.

Section 4: Courses

In proposal section 4, provide a list of present and proposed lower- and upper-division courses. Include number of units and proposed instructors. Include current course descriptions. Current course descriptions are available in the online catalog at <http://www.registrar.ucla.edu/catalog/updates>.

If the program includes courses and faculty participation from related fields or other departments, letters of agreement must be included from those responsible for approving such cooperative arrangements.

Course Number	Course Title	Enrollment #	Last Offered	Requisites
Psychology 34	Mind Over Matter	50	13F	
Mathematics 65	Numbers	80	13S	

Note: Course and program approval are separate processes. **Course descriptions and syllabi for all proposed new courses must be included with the program proposal.** After approval, the course requests must be submitted through the online application, CIMS.

Section 5: Resource Requirements and Enrollment Plan

In proposal section 5, provide the following:

1. An explanation of the intended method of funding the new program for the first five years. If no new resources are required, it is assumed that some internal reallocation will occur. Demonstrate how this is to be accomplished, indicating the units and budgets affected. If new resources are required, estimate the additional costs of the program, by year for the first five years, and indicate the intended method of meeting these additional costs. The following categories should be included in presenting this analysis:
 - a) Allocation of permanent and temporary faculty FTE
 - b) Instructional equipment (computers, audio-visual equipment, laboratory equipment)
 - c) Space requirements
 - d) Staff and advising resources
 - e) Other operating costs

2. Projected enrollments by year for the first five years. If enrollment quotas have been established for the already established programs affected by this proposal, state which programs will have their enrollments reduced in order to accommodate the proposed program.

Section 6: Changes in Senate Regulations

In proposal section 6, provide a statement indicating whether or not any changes will be required in the Academic Senate regulations at the UCLA Division level or in the Systemwide Senate Assembly level. If so, the complete text of the proposed amendments or new regulations should be provided. Assistance with this section can be obtained from the Undergraduate Council Office.

Section 7: Library Support

Include in proposal section 7, a statement indicating discussions with the library of the proposed program. Briefly summarize the library's response indicating the current library resources in the area of the new program and the level of commitment on the library's part to develop further holdings in consultation with the program's faculty.

PART IX: NEW INTERDEPARTMENTAL PROGRAM DEGREE PROPOSALS

An Interdepartmental Degree Program (IDP) is a degree program that draws on the resources of several departments to offer a unique educational experience. Interdepartmental Degree Programs are approved with the understanding that a commitment to the program exists on the part of the supporting departments and the College or school dean.

The Undergraduate Council affirms its responsibility for ensuring the quality of Interdepartmental Degree Programs. This responsibility extends beyond the initial review for approval and is considered to be particularly relevant at the time of the eight-year reviews.

The Undergraduate Council cannot assume that a letter from the chair of a department, by itself, constitutes a commitment for resources. A chair's letter may not bind the department in perpetuity and, in any case, the supporting department may wish to review periodically its commitment to an Interdepartmental Degree Program.

Accordingly, the Undergraduate Council requires a statement from each supporting department, according to the following guidelines, at the time of proposal of a new Interdepartmental Degree Program, and at each subsequent eight-year review. Failure to secure such commitments is construed as an indication of withdrawal of support by participating departments, and places the future of the Interdepartmental Degree Program in doubt; it may serve as grounds for discontinuance of the degree program.

It is the responsibility of the proposing *ad hoc* committee or administrative committee of an interdepartmental program to secure the statements of commitment from participating departments and College or school deans. Such statements must be obtained from each department that will carry a major share of the instructional burden or that otherwise commits to make significant contributions to the program. These statements should be in the form of letters to the chair of the Undergraduate Council.

***Ad hoc* Planning Committee for Proposing a New IDP**

A proposal to establish a new Interdepartmental Degree Program is formulated by an *ad hoc* planning committee of interested UCLA faculty. A proposal for a new IDP is similar to one for a new department program; however, because of the nature of an IDP, the proposal requires a section consisting of letters of commitment from supporting departments and from the College or school dean.

Use the following organization and format as a guide to submitting IDP proposals. The chairs' letters of commitment must reflect the level of support a department is willing to provide over time. The dean's letter must provide a clear picture of the extent of the College's or school's commitment to the new program.

For detailed routing charts, see the [Procedural Manual for the Review of Proposals for Academic Programs and Units](#).

Effective Date

Indicate in all proposals the quarter the new program or change is to be effective.

Sample New Undergraduate Interdepartmental Program Proposal

The following sections are intended as a guide in preparing new undergraduate Interdepartmental Degree Program proposals.

Proposal for an Interdepartmental Degree Program

(Degree) Program in _____

Submitted by _____, Chair

(*Ad hoc* committee, date submitted)

Proposal Table of Contents

<u>Section</u>	<u>Page Number</u>
Section 1: Introduction: Rationale for New IDP Degree	
Section 2: Program Requirements/Catalog Copy	
Section 3: Resource Requirements and Enrollment Plan	
Section 4: Summary of IDP Courses	
Section 5: Current Course Descriptions	
Section 6: Summary of Participating IDP Faculty	
Section 7: Recommendations for Initial Administrative Committee	
Section 8: Changes in Senate Regulations	
Section 9 Library Support	
Section 10: Letters of Commitment from Supporting Departments	

Enclosures: Course Descriptions and Syllabi for New Courses

Section 1: Introduction and Rationale for New Interdepartmental Degree

In proposal section 1, provide a statement setting forth the rationale for the establishment of a new Interdepartmental Degree Program. Statements should cover the following points:

1. Aims, objectives, and distinctive features of the program
2. Historical development of the field
3. Timetable for development and evaluation of the program
4. Relationship of the proposed program to existing programs on campus and to proposals listed in the *Five-Year Perspectives* (Note: If program is not listed in the *Five-Year Campus Academic Plan* on file with UC Systemwide, why is it important that it be begun now? Provide evidence of high campus priority.)
5. Detail opportunities for placement of graduates
6. Evidence that the various participating disciplines contribute to the total program in such a way that the student cannot otherwise achieve the necessary knowledge without substantial study in two or more established departments

Section 2: Program Requirements/Catalog Copy

In proposal section 2, provide a detailed statement of program requirements. Refer to regulations of the Academic Senate, Los Angeles Division, for specific College and school regulations that govern programs (e.g., minimum and maximum unit requirements). The statement should cover the following:

1. Preparation for the major. Indicate the number of units (not the number of courses) and GPA required.
2. Major requirements including elective requirements (indicate number of units not number of courses). Include requirements for
 - a. Specific fields of emphasis (e.g., concentrations, allied fields, distributions)
 - b. Special requirements (e.g., projects, examinations, audition, thesis)

Note: This section should be written in catalog copy format accompanied by explanations or justification for requirements. See the *UCLA General Catalog* for general style guidelines or contact the text editor in the Registrar's Office Publications Unit for assistance with catalog style and formatting for catalog copy.

Section 3: Resource Requirements and Enrollment Plan

In proposal section 3, provide projected enrollments by year for the first five years. If enrollment quotas have been established for already established programs affected by this proposal, state which programs will have their enrollments reduced in order to accommodate the proposed IDP.

Detail any additional resources required other than those pledged to the IDP from supporting departments and indicate the funding for those resources.

Section 4: Summary of IDP Courses

In proposal section 4, provide a summary (collated from departmental letters of support) of required and elective courses used in the program. Indicate the last time they were offered and the number enrolled. For most courses, this information can be found in CIMS inventory reports.

Subject Area	Course Number	Course Short Title	Last Offered	Number Enrolled
Political Science	6	INTRO-DATA ANALYSIS	O4F	53

Section 5: Current Course Descriptions

In proposal section 5, provide the current course descriptions for the courses to be offered. Current course descriptions are available in the online catalog at <http://www.registrar.ucla.edu/catalog/updates>.

Section 6: Summary of Participating IDP Faculty

In proposal section 6, provide a summary (collated from departmental letters of support) of faculty from all supporting departments who have agreed to participate in the proposed IDP. Indicate core faculty who have agreed to participate on the administrative committee and are available to teach in the IDP on a frequent basis. Indicate administrative faculty who are willing to participate on the IDP faculty administrative committee at some future time. Indicate affiliated faculty who give courses in fields related to the proposed IDP but are not able to participate as core faculty or on an administrative committee.

Name	Rank	Field	Participation Level
Joe Bruin	Professor	Anthropology	Core Faculty

Section 7: Recommendations for Initial Administrative Committee

In proposal section 7, provide a list of faculty members who are willing to serve on the initial faculty administrative committee for the IDP. The proposed committee should reflect representation from participating departments. The committee names will be submitted to the governing College or school Faculty Executive Committee for their approval and appointment.

Section 8: Changes in Senate Regulations

In proposal section 8, provide a statement indicating whether or not any changes will be required in Academic Senate regulations at the UCLA Divisional level or at the Senate Assembly level. If so, the complete text of the proposed amendments or new regulations should be provided. Assistance with this section can be obtained from the Undergraduate Council Office.

Section 9: Library Support

In proposal section 9, provide a statement indicating discussions with the library about the proposed IDP and what resources would be required. Briefly summarize the library's response indicating the current library resources in the area of the new program and the level of commitment on the library's part to develop further holdings in consultation with the IDP administrative committee.

Section 10: Letters of Commitment from Supporting Departments

Proposal section 10 is comprised of letters of commitment from departments willing to support and participate in the IDP. The letters indicate the level of departmental commitment and are used by the Undergraduate Council's Curriculum Committee in its decision to approve an IDP. Each supporting department's letter should cover the following: chair's commitment of support and record of departmental vote; summary of extent of department commitment; and analysis of budgetary implications.

Chair's Letter of Support and Department Vote

A letter from the department chair must state that the IDP proposal has been discussed with the entire faculty of the department (not just those who will participate), and that the precise nature of the departmental commitment has been clearly spelled out.

The chair's letter must indicate that the faculty members of the department were given an opportunity to vote on whether or not the department should participate in the program and whether or not it should make the commitments indicated in the proposal. The letter must state the outcome of the department vote: the tally and the number voting. The letter must also state that those dissenting in the vote were invited to state their opposition in the form of a minority report to the Undergraduate Council. The report will be kept confidential and anonymous if the authors so desire, and the chair must so state at the time an invitation to file a minority report was extended.

Summary of Extent of Departmental Commitment

Indication of the extent of departmental commitment must be included in each department's supporting documentation. The following commitments must be addressed: level of course support, enrollment access to department courses, access to departmental advising staff, and extent of space, equipment, and facilities support.

Analysis of Budgetary Implications for the Supporting Department

Include a statement of the budgetary impact of the new IDP degree program for the supporting department. Indicate if new funding will be required. Indicate if extramural sources of funds will be needed and strategies for budgeting the new degree.

PART X: CHANGING EXISTING DEGREE REQUIREMENTS

To change existing degree requirements, the chair of a department or program writes a memo to the College or school Faculty Executive Committee (FEC) detailing the changes and giving a rationale for the changes. The Faculty Executive Committee is delegated authority to make final approval for the following changes. Changes other than these, such as name changes must also have the approval of the Undergraduate Council.

1. Changing the number of units in a program provided the total units are within Senate requirements for minimum and maximum unit limitations for a major
2. Adding or deleting approved courses in a major

When submitting the memo, include the present catalog text and the proposed catalog text with the changes clearly marked. Use ~~strikeout~~ and underline to indicate deletions and additions. The most recently approved text is online. See <http://www.registrar.ucla/catalog>.

Notification to Undergraduate Council

The Undergraduate Council relies on the College and school Faculty Executive committees to inform the UCLA Divisional senate office of all changes to programs undertaken through their delegated authority. **A memo detailing such actions must be addressed to the chair of the Undergraduate Council with cc's to the Registrar's Office and other appropriate units.**

Effective Date

Indicate in all proposals the quarter the new program or change is to be effective.

Format for Showing Degree Requirement Changes

Use a two-column "Present" and "Proposed" format to show changes to requirements. Copy to be deleted is crossed out, copy to be added is underlined. This allows reviewing committees to see where the changes were made and expedites the editing and publication of program changes. For assistance with formatting catalog text or for instructions about setting up a present and proposed format, contact the Registrar's Office Publications Unit.

Sample Cover Memo for Revising Requirements

UCLA

MEMORANDUM

Date

To: [_____] , Chair
College Faculty Executive Committee

From: [_____] Chair
[_____] Department

Re: Catalog Update for _____ Major

On behalf of the Department of [_____] , I write to update program requirements with additional elective course options for our students in the _____ major. The department has multiple-listed a number of new courses and identified several additional electives. These courses closely match student interests and enhance the curriculum by emphasizing important themes in the field.

We request an effective date of Fall _____.

Attached is the updated text for the General Catalog. If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

_____, Chair
_____, Department

Sample Present and Proposed Catalog Copy

Present Catalog 2012-13 <i>Strikethrough</i> text to be deleted	Proposed Catalog 2013-14 Additions to text are <u>underlined</u>
<p>Study of Religion B.A. Capstone Major Preparation for the Major <i>Required:</i> Study of Religion M4 or 11, and two courses from Ancient Near East 10W, Anthropology 9, Asian M60, History 1A, 1B, 1C, 9A, 9C, 9D, 9E, M10A, 10B, 11A, 11B, Philosophy 2, 21, Study of Religion M10, M50, M60A through M60E, M60W, M61, M61W.</p>	<p>No change.</p>
<p>The Major <i>Required:</i> Twelve upper division courses, including (1) Study of Religion 101, 191 (capstone seminar), (2) one <i>theory and methods</i> course from Anthropology 130, 156, Study of Religion 110, 120, 150, 160, 177, 180, M186C, (3) two <i>religious ideas, practices, and institutions in context</i> courses from Ancient Near East 162, Anthropology 114P, 114Q, 174P, 177, Arabic 120, Art History C104C, 105A, 114A, 114C through 114F, Asian 151, 162, Chinese 165, C175, Classics 166A, 166B, M167, M170C, Greek 130, Hebrew 120, 130, History 108A, 121B, 174A, M182D, M182F, 185B, Iranian 170, Japanese 161, Jewish Studies M150A, Korean 165, 172, Philosophy 100B, 104, 107, 155, Study of Religion M105A, M105B, M105C, M106A, M106B, M109, M132, M135, 140, M142C, M155, M161A through M161D, M172, M173C, M174D, M174E, M182A, M182B, M185D, M186A, M186B, Slavic 179, Sociology 159, (4) seven elective courses selected from items 2 and 3 above.</p>	<p>The Major <i>Required:</i> Twelve upper division courses, including (1) Study of Religion 101, 191 (capstone seminar), (2) one <i>theory and methods</i> course from Anthropology 130, 156, Study of Religion 110, 120, 150, 160, 177, 180, M186C, (3) two <i>religious ideas, practices, and institutions in context</i> courses from Ancient Near East 162, Anthropology 114P, 114Q, 174P, 177, Arabic 120, Art History C104C, 105A, 114A through 114F, Asian 151, 162, Chinese 165, C175, Classics 166A, 166B, M167, <u>English 111A, 111B, 111C, 145, 156</u>; Greek 130, Hebrew 120, 130, History 108A, 121B, 174A, <u>M182C</u>, M182D, M182F, 185B, Iranian 170, Japanese 161, Jewish Studies M150A, Korean 165, <u>172</u>, Philosophy 100B, 104, 107, 155, Study of Religion M105A, M105B, M105C, M106A, M106B, <u>M107, M108</u>, M109, M132, <u>M133</u>, M135, 140, M142C, M155, M161A through M161D, M172, M173C, M174D, M174E, <u>M178</u>, M182A, M182B, <u>M184A</u>, M185D, M186A, M186B, <u>M188SL</u>, Slavic 179, Sociology 159, <u>World Arts and Cultures 142, 151</u>, (4) seven elective courses selected from items 2 and 3 above.</p>
<p>Student are encouraged to select courses that focus on a specific religious tradition or traditions, or on a set of thematic issues important to the study of religion. During their senior year students must complete the capstone seminar, Study of Religion 191.</p>	<p>No change.</p>

PART XI: UNDERGRADUATE MINOR LEGISLATION

Legislation Establishing Minors and Phasing out Specializations

In its June 7, 1994, report to the Legislative Assembly, the Committee on Educational Policy (CEP) summarized the rationale for establishing minors and strongly recommended that specializations be phased out and replaced where possible with minors. The following are excerpts from that report:

“In regard to specializations, the CEP membership acknowledged that minors are better understood outside UCLA and are likely to offer students more currency in advancing their academic and professional careers.”

“At its meeting of May 6, 1994, the Committee on Educational Policy approved the following establishing legislation allowing for the adoption and implementation of undergraduate minors for the UCLA campus. Departments/programs currently offering specializations . . . should, where appropriate, revise their curriculum to institute a minor in the place of the specialization. When a minor is proposed to replace an existing specialization, the proposal for the minor must include a provision for discontinuing the specialization.”

At the Legislative Assembly meeting of June 7, 1994, the UCLA Academic Senate approved legislation to establish minors. Subsequently, on April 13, 1995, the Executive Board of the Senate approved revisions to the legislation. On April 17, 1995, the Committee on Rules and Jurisdiction ruled that the revised legislation is consonant with UCLA Divisional and UC Systemwide regulations. Since then, the legislation has been revised further in order to ensure that the curriculum of a minor is sufficiently distinct from that of an existing major or minor.

A-347. Any department or Interdepartmental Degree Program (IDP) in the College or schools may institute an undergraduate minor in its subject area according to the following stipulations.

- (A) Criteria for admission to a minor will be established and controlled by the department or IDP offering the minor.
- (B) The minor will have a requirement of no fewer than seven courses or 28 quarter units and no more than nine courses or 36 quarter units. For seven- or eight-course minors, at least five courses must be upper division and for nine-course minors, six must be upper division. Requirements for the minor must be published in the General Catalog by the department or IDP offering the minor.
- (C) A minimum of 20 units applied toward the minor requirements must be in addition to units applied toward major requirements or another minor.
- (D) Only programs which are impacted may establish minimum grade-point averages for entry to the minor. The minimum grade-point average must be the same as those for the major in the department or IDP. In the absence of a major, the program must present justification for its minimum GPA.
- (E) Proposals to establish minors, including the course requirement and admission criteria, must be approved by the Faculty of the school or College in which it will be offered and by the Curriculum Committee of the Undergraduate Council prior to any action on the part of the department or IDP to admit students to the minor. Satisfactory completion of a minor will be reflected on the transcript and diploma.

PART XII: NEW UNDERGRADUATE MINOR PROPOSALS

New Minors within an Existing Department or Program

Proposals for new minors submitted by a department or program should be submitted to the chair of the College or school Faculty Executive Committee (FEC). Proposals should state the minor requirements and cover the points listed below. After the College or school FEC approves the minor, a memo indicating approval is sent to the Undergraduate Council. After Undergraduate Council approval, notice is sent to the Registrar's Office.

1. Rationale

Provide a rationale for the combination of lower- and upper-division courses proposed for the minor (i.e., the disciplinary coherence of the minor, the need to individualize according to students' goals, etc.).

2. Resources and Enrollment

Provide an analysis of the resources needed to support the minor (e.g., faculty, advisers). This is especially important if there is no existing undergraduate program in place. Provide an estimate of the maximum number of students the department program is able to admit to the minor each year and the total it can support in the minor at any given time.

3. Special Requirements

Indicate in the proposal whether the minor has special restrictions or requirements. For example, programs which have been designated "impacted" may establish a required GPA for admission to the minor. If "P/NP" grades are allowed, specify the maximum number of courses allowed to be taken with this grading. Indicate if admission to the minor will be relatively pro forma or whether admission will be competitive and involve other criteria. State how many courses may overlap with the major.

4. Catalog Copy

Provide the minor requirements in catalog format as shown in the following sample. Contact the text editor in the Registrar's Office Publications Unit for assistance with writing catalog copy. In addition, a current copy of the catalog text must be included. The most recently approved text is online in either the archival catalog or in catalog updates. See <http://www.registrar.ucla/catalog>. Give a justification for the change.

New Free-Standing Minors

Proposals for new "free-standing" minors (i.e., minors not associated with a particular department or program) are formulated by an *ad hoc* committee of interested faculty. Proposals must include essentially the same documentation and sections for establishing an IDP. They must include letters of commitment from the College or school dean and letters of support from each participating department. The proposal must include a recommendation for an initial faculty administrative committee to oversee the minor.

Effective Date

Indicate in all proposals the quarter the new program or change is to be effective.

Sample Catalog Copy for a New Minor

Note: Avoid using second person (you) or future tense (will) when writing catalog copy.

Digital Humanities Minor	Catalog Copy Sections
The Digital Humanities minor is intended to provide students with literacy in creating, interpreting, and applying the technologies of the digital world. It examines the cultural and social impact of new technologies and enables students to harness these technologies to develop their own research projects in a wide range of fields.	⇐ Brief introductory section
To apply for the minor, students must (1) have an overall grade-point average of 2.7 or better and (2) submit an application essay supporting their interest in pursuing the minor and enumerating any digital projects that they have already undertaken. On acceptance to the minor, students are expected to identify an academic area of digital humanities in which they intend to concentrate. Information about the minor is available at http://www.digitalhumanities.ucla.edu . To submit an application for the minor, see the website and click on DH Minor.	⇐ Admission requirements for the minor
<i>Required Lower Division Course (4 to 6 units):</i> One elective course selected from Ancient Near East 10W, Architecture and Urban Design 10A, Classics 10, 20, 42, General Education Clusters 66A, German 61A, Information Studies 20, 30, or Program in Computing 3.	⇐ Lower-division courses for the minor
<i>Required Upper Division Courses (27 to 30 units):</i> Digital Humanities 101, 194, 195 or 196, 198 or 199, and three elective courses selected from Ancient Near East M101C (or Art History M101C), 125A, M125B (or Architecture and Urban Design M125B), M125C (or Architecture and Urban Design M125C), 162, C165, CM169 (or Anthropology CM110Q), Anthropology M116S (or Chinese M183), Applied Linguistics C115B, Architecture and Urban Design 132, Armenian C153, Art History C119C, C119D, Classics 164, 166B, Design Media Arts 104, English 118A, History 188, Korean 183, 187, Russian 121, 129, Scandinavian C133A, C171, Society and Genetics 131, 175, Spanish 130, 150, 170, Urban Planning 129, 141. Variable topics courses may be taken as topics apply.	⇐ Upper-division courses for the minor
A minimum of 20 units applied toward the minor requirements must be in addition to units applied toward major requirements or another minor.	⇐ UgC requirement for the minors
Each minor course must be taken for a letter grade. Successful completion of the minor is indicated on the transcript and diploma.	⇐ UgC requirements for the minors

PART XIII: CHANGING EXISTING MINOR REQUIREMENTS

A proposal requesting approval for changes to an existing minor should be in the form of a memo from the department or program chair detailing the changes and giving a rationale for the change. Address the memo to the chair of the College or school Faculty Executive Committee (FEC). The College or school FEC is delegated authority to take final action on the following changes to minors:

1. Changing the number of units, consonant with Senate regulations
2. Adding or deleting approved courses

When submitting the memo, include the present catalog text and the proposed catalog text with the changes clearly marked. The most recently approved text is online at <http://www.registrar.ucla/catalog>. See Part X “Changing Existing Degree Requirements” for formatting examples.

Notification to Undergraduate Council

The Undergraduate Council relies on the College and school Faculty Executive committees to inform the UCLA Divisional senate office of all changes to programs undertaken through their delegated authority. **A memo detailing such actions must be addressed to the chair of the Undergraduate Council with cc’s to the Registrar’s Office and other appropriate units.**

Discontinuing a Minor

A proposal to discontinue a minor is sent to the College or school Faculty Executive Committee. State the effective date of the disestablishment and any grandfathering provisions for existing students in the minor. The FEC evaluates the request and forwards recommendation to the Undergraduate Council for a final decision. Notification should be given to relevant units and staff when the discontinuance would substantively affect their programs, students, or course offerings. Discontinuing a minor or specialization requires submission of a brief academic impact analysis to the Undergraduate Council and relevant units and staff.

Effective Date

Indicate in all proposals the quarter the new program or change is to be effective.

PART XIV: GENERAL EDUCATION COURSES

At UCLA, students follow a general education (GE) curriculum that is grouped into three foundational areas. These foundation areas, in turn, are divided into subgroups.

Foundations of Arts and Humanities

- Literary and Cultural Analysis
- Philosophical and Linguistic Analysis
- Visual and Performance Arts Analysis and Practice

Foundations of Society and Culture

- Historical Analysis
- Social Analysis

Foundations of Scientific Inquiry

- Life Sciences
- Physical Sciences

General education requirements vary by College or school. They are detailed in UCLA's Divisional Senate regulations <http://www.senate.ucla.edu/FormsDocs/regs/toc.htm>, and are published in the UCLA General Catalog <http://www.registrar.ucla.edu/ge/>. There is a master list of approved GE courses that students can select from. The curriculum is overseen by the Academic Senate's GE Governance Committee. After approval by the College or School Faculty Executive Committee, GE proposals are sent to this committee for approval.

For submission guidelines and the GE Course Information Sheet, go to <http://www.ugeducation.ucla.edu/uei/gegcs submission.htm>. Each proposal must have the following:

1. A completed CIMS form and syllabus. The syllabus must include
 - A one or two paragraph description that expands the course description given on the CIMS form
 - The course objectives
 - An outline of proposed weekly lecture topics, and if applicable, field trips, labs, or other experiential activities
 - A reading list, including films if applicable, and if there is a course reader, a list of content
 - A description of student assignments (For writing assignments include the nature of the assignment and the number of pages.)
 - A description of the grading policy, specifically, the percentage that each component carries in determining the grade
2. A completed GE Course Information Sheet including
 - Proposed GE foundation and subcategory
 - List of faculty who will teach the course
 - Projected enrollment and how frequently the course will be taught
 - Explanation of GE principles applicable to the course (general knowledge, integrative learning, ethical implications, cultural diversity, intellectual skills)
 - Student workload expectations

PART XV: WRITING II COURSES

To improve the range and proficiency of undergraduate writing skills, the College created a two-tier writing requirement in 2000. To satisfy this requirement students must complete a composition course (Writing I) and then take a more advanced Writing II course, which introduces them to the ways different disciplines use writing to discover, evaluate, and disseminate new knowledge. In the years following 2000, all other academic units at UCLA that offer undergraduate degrees now require their students to complete a Writing II course.

The Writing II Committee is an *ad hoc* committee of the College Faculty Executive Committee (FEC) and it is charged by both the College FEC and the Undergraduate Council with the oversight of the Writing II curriculum—its policies and implementation.

Departments interested in submitting a course for Writing II credit should:

1. Read the Writing II Committee's Guidelines and Recommendations for Writing II Courses
2. Prepare a course syllabus that clearly delineates:
 - How writing assignments are used to introduce students to the discipline's principal concerns, various genres, and modes of discourse
 - The different kinds of writing assignments to be completed in the course of the quarter (or year if a cluster); their length; and opportunities that students have to revise their written work
 - The percentage of the final grade that is linked to the course's writing assignments
3. Prepare a Writing II Course Proposal Information Sheet and attach to the course syllabus
4. Prepare a cover letter to the Chair of the Writing II Committee describing the proposed Writing II course—subject matter; writing assignments; when the department is planning to offer it; and projected enrollments—and formally request that it be approved to carry WII credit.

For submission guidelines and the Writing II Course Proposal Information Sheet, go to <http://www.college.ucla.edu/writing2/proposing.html>.

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